The Connecticut Common Core of Teaching (CCT)
Rubric for Effective Service Delivery 2014

Evidence Guide
Illustrative Examples of Speech and Language

Sample evidence of teacher practice developed by Connecticut educators

CONNECTICUT STATE
DEPARTMENT OF EDUCATION

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Connecticut Evidence Guides

*A Supplemental Resource to the CCT Rubric for Effective Teaching 2014
and the CCT Rubric for Effective Service Delivery 2014*

Contents

The *Connecticut Common Core of Teaching (CCT) — Foundational Skills and Competencies (1999),* revised and adopted by the State Board of Education in February 2010, establishes a vision for teaching and learning in Connecticut Public Schools. These standards identify the foundational skills and competencies that pertain to all educators, regardless of the subject matter, field or age group they teach. These competencies have long been established as the standards expected of all Connecticut educators. The *CCT Rubric for Effective Teaching 2014* and the *CCT Rubric for Effective Service Delivery 2014*[1] are fully aligned to those standards and represent the criteria by which educators are prepared, inducted, evaluated and supported throughout their careers.

Observation of educator performance and practice plays a critical role in

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1. The *CCT Rubric for Effective Service Delivery 2014* was developed for Student and Educator Support Specialists (SESS), who, by the nature of their job description, do not have traditional classroom assignments, but serve a "caseload" of students, staff and/or families. Student and Educator Support Specialists are referred to as service providers.

Who can use the CT Evidence Guides?
- Pre-Service — Teacher Preparation
- TEAM Mentors
- Teachers — all content areas/grade levels
- Service Providers
- Administrators/Observers
- Instructional Coaches

How can the CT Evidence Guides be used?
- To Prepare Educators
- To Induct Educators into the Profession
- To Coach for Professional Growth and Development
- To Generate Professional Conversations
- To Inform Observation

the educator evaluation and support system. The Connecticut State Department of Education (CSDE) recognizes the importance of meaningful and authentic observations. The Guidelines for Educator Evaluation require that districts provide all evaluators with training and calibration in observation and evaluation and how to provide high-quality feedback. Additionally, evaluators must demonstrate proficiency in conducting evaluations on an ongoing basis.

Collecting objective evidence is essential in helping observers paint a fair and accurate picture of educators' strengths and areas for development. Observation criteria in the *CCT Rubric for Effective Teaching 2014*

focus on the skills that can be directly observed either in the classroom or through reviews of practice. Similarly, the criteria in the *CCT Rubric for Effective Service Delivery 2014* focus on the skills that can be observed in the delivery of service.

Many educators have asked where **Domain 1 — Content and Essential Skills** fits within the *CCT Rubric for Effective Teaching 2014* and the *CCT Rubric for Effective Service Delivery 2014.* Educators are required to demonstrate content and pedagogical skills during their preparation programs. All teachers/service providers are expected to be skilled in common practices such as establishing respectful environments, planning for a range of learners, and engaging students in rigorous and relevant learning; however, how they actually navigate these tasks depends, in large part, on the specific content they teach or service they provide. Teaching requires an understanding of the content and of how learners typically engage with the content. Effective teachers know their content well and can skillfully merge their knowledge about the practice of teaching with their content expertise. Likewise, effective service providers know how to seamlessly integrate their professional knowledge with their ability to deliver their services. The CCT rubrics are designed to evaluate how well a teacher/service provider can use his or her pedagogical/professional knowledge to teach his or her content or deliver services.

To provide more guidance as to what the rubric continuums *might* look like in practice for both of the CCT rubrics, the CSDE in collaboration with the RESC Alliance and the Connecticut Association of Schools (CAS), convened multiple workgroups, comprised of teachers, service providers and building leaders throughout the summer of 2014. These workgroups developed grade-level and content-specific samples of observable student and teacher/service provider behaviors that *might* be seen or heard during an observation. These *CT Evidence Guides* are presented as a resource to give observers a sense of the content area/grade level being observed. Although they are trained to be effective observers, administrators may have to observe an educator in a content area, grade level, or setting that

> **Please note, Connecticut Evidence Guides:**
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> - **ARE NOT** to be used as a checklist of "look fors."
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> - **DO NOT** serve as a rubric for evaluation.
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> - **ARE NOT** an exhaustive list of teacher practices.

is outside of their own expertise. These guides are intended to provide a snapshot of sample evidence aligned to the four performance levels for each indicator within the **first three domains** of both of the CCT rubrics.

The *CT Evidence Guides* **ARE NOT** intended to represent comprehensive evidence, nor are they intended to be used as a checklist or as a rubric. Rather, the *CT Evidence Guides* have been created as a resource for teachers, service providers, mentors and administrators. The CSDE encourages districts to use the *CT Evidence Guides* as a tool for professional development and growth as well as guiding observations. These guides offer opportunities for valuable professional learning as educators work with one another to generate their own examples of evidence aligned to the respective rubric.

As the educator evaluation and support system evolves over time, so will the evidence provided in these guides. As such, the CSDE will be continually eliciting feedback from the field on the CT Evidence Guides to ensure that they are effective, relevant and useful. To provide feedback on any aspect of the CT Evidence Guides please use the following link: [Feedback on the CT Evidence Guides](#).

If you have questions on the *CCT Rubric for Effective Teaching 2014*, please contact Claudine Primack, CSDE Education Consultant, at [claudine.primack@ct.gov](#). For questions on the *CT Evidence Guides for the CT Rubric for Effective Service Delivery 2014*, please contact Kim Wachtelhausen, CSDE Education Consultant, at [kim.wachtelhausen@ct.gov](#).

1: ENVIRONMENT, STUDENT ENGAGEMENT AND COMMITMENT TO LEARNING

*Service providers promote **student engagement, independence** and **interdependence** in learning and facilitate a positive learning community by:*

Indicator 1a: Promoting a positive learning environment that is respectful and equitable

ATTRIBUTES	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
				*In addition to the characteristics of **Proficient**, including one or more of the following:*
Rapport and positive social interactions	Interactions between service provider and students are negative or disrespectful and/ or the provider does not promote positive social interactions among students.	Interactions between service provider and students are generally positive and respectful and/or the provider inconsistently makes attempts to promote positive social interactions among students.	Interactions between service provider and students are consistently positive and respectful and the provider regularly promotes positive social interactions among students.	There is no disrespectful behavior between students and/or when necessary, students appropriately correct one another.
	SAMPLE EVIDENCE			
This sample evidence is not comprehensive nor is it intended to be used as a checklist during an observation. It is intended to illustrate what evidence for this attribute might look like at the various performance levels.	The SLP does not respond to a student who comments, "I never understand him."	On two occasions a student says, "I never understand him." On the first occasion the SLP responds, "We're all learning better communication skills." On the second occasion, the SLP does not respond.	On two occasions a student says, "I never understand him." The SLP on both occasions responds, "We are all here to learn better communication skills."	The SLP establishes a communication climate (expectations) that the students promote. Students are monitoring their own communication and the communication of their peers. One student to a peer says, "Wow that was good. Tell us some more."
	The SLP actively avoids engaging with selected students (e.g., students with certain types of special education needs, students who exhibit challenging behaviors, culturally or linguistically diverse students, etc.).	The SLP is inconsistently engaged with students, and/or is tentative in interactions with some students. The SLP is nondirective, avoids eye contact, or reduces communication demands with some students.	The SLP is consistently engaged with all students, modeling and demonstrating an interested demeanor through proximity, eye contact, and consistent communication demands.	Students are considerate and attentive to the communication needs of others. Students take turns, are comfortable sitting and working together, maintain eye contact with the peer who is speaking, and provide ample wait time without interruption.
	The SLP has communication exchanges with a limited number of students.	The SLP interacts with all students in the group but does not appropriately respond to all communication attempts from students.	The SLP consistently interacts with all students in the group and responds appropriately to communication attempts.	All peer-to-peer communicative attempts are acknowledged by students. For example, during a small group discussion, a student's communication attempts using augmentative or alternative (AAC) communication are acknowledged and expanded on by peers.

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	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
ATTRIBUTES				*In addition to the characteristics of **Proficient**, including one or more of the following:*
Rapport and positive social interactions	Interactions between service provider and students are negative or disrespectful and/ or the provider does not promote positive social interactions among students.	Interactions between service provider and students are generally positive and respectful and/or the provider inconsistently makes attempts to promote positive social interactions among students.	Interactions between service provider and students are consistently positive and respectful and the provider regularly promotes positive social interactions among students.	There is no disrespectful behavior between students and/or when necessary, students appropriately correct one another.
	The SLP provides no response or changes the topic when a student offers a greeting and shares a personal experience.	The student shares a classroom work product or relates a personal experience. The SLP minimally acknowledges the exchange saying, "That's nice, but now it's time to get out your speech folder."	The student shares a classroom work product or relates a personal experience. The SLP says, "I'm interested in what you have to say. Can we talk about that later?"	The student shares a classroom work product or relates a personal experience. The SLP says, "I think your friend would like to hear about that. Can you share it with him?"

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	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
ATTRIBUTES				*In addition to the characteristics of **Proficient**, including one or more of the following:*
Respect for student diversity	Does not establish a learning environment that is respectful of students' cultural, social and/or developmental differences and/or the provider does not address disrespectful behavior.	Establishes a learning environment that is inconsistently respectful of students' cultural, social and/ or developmental differences.	Maintains a learning environment that is consistently respectful of all students' cultural, social and/ or developmental differences.	Acknowledges and incorporates students' cultural, social and developmental diversity to enrich learning opportunities.
This sample evidence is not comprehensive nor is it intended to be used as a checklist during an observation. It is intended to illustrate what evidence for this attribute might look like at the various performance levels.			SAMPLE EVIDENCE	
	The SLP uses materials and stimuli that are not developmentally, culturally, or linguistically appropriate for each student. For example, the SLP uses preschool level text with a high school student.	The SLP inconsistently uses materials that are developmentally, culturally, or linguistically appropriate for each student. For example, materials do not account for the linguistic proficiency of English learners (ELs).	The SLP consistently uses materials that are developmentally, culturally, or linguistically appropriate for each student. For example, the SLP has selected linguistic materials that are consistent with the student's level of language proficiency on the LAS Links.	The SLP contributes materials to classroom instruction that are developmentally, culturally, or linguistically appropriate for each student. For example, the SLP collaborates with the ninth-grade English teacher to reinforce the ELA CCSS using an adapted curricular text and suggestions for modified assignments.
	The SLP demonstrates limited or no knowledge of cultural diversity and its relation to communication development and disorders.	The SLP demonstrates some awareness of cultural diversity and its relation to communication development and disorders; needs support to apply assessment and intervention.	The SLP demonstrates awareness of cultural diversity and its relation to communication development and disorders; demonstrates the ability to apply this knowledge base to assessment and intervention.	The SLP supports or guides others in application of knowledge of cultural diversity and its relation to communication development and disorders.
	The SLP does not respond when a student says, "He's never been anywhere because he's in a wheelchair."	The SLP responds when a student says, "He's never been anywhere because he's in a wheelchair" with "He's been to many places. He uses his wheelchair to get into them." However, later, when a student makes a similar comment, the SLP does not respond.	Students are having a conversation, and a student says, "I've never been to a beach because of my wheelchair." The SLP says, "That's OK. You went to Yankee Stadium last summer and I've never been there."	The SLP approaches a group of students at lunch and encourages a student to share a personal experience using sign language and the SLP translates for the group.

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ATTRIBUTES	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
				*In addition to the characteristics of **Proficient**, including one or more of the following:*
Respect for student diversity	Does not establish a learning environment that is respectful of students' cultural, social and/or developmental differences and/or the provider does not address disrespectful behavior.	Establishes a learning environment that is inconsistently respectful of students' cultural, social and/ or developmental differences.	Maintains a learning environment that is consistently respectful of all students' cultural, social and/ or developmental differences.	Acknowledges and incorporates students' cultural, social and developmental diversity to enrich learning opportunities.
	The SLP uses a reinforcement and/or reward system that does not reflect the student's interests or motivation.	The SLP inconsistently uses a reinforcement and/or reward system that reflects the interests or motivation of some of the students in the group.	The SLP has developed and/or implemented an individual reinforcement and/or reward system based on each student's interests and motivation.	The SLP shares a reinforcement and/or reward system that has proven to be effective with other professionals, or the student is supported in designing and implementing an effective reinforcement system.

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ATTRIBUTES				*In addition to the characteristics of **Proficient**, including one or more of the following:*
Environment supportive of intellectual risk-taking	Creates and/or promotes a learning environment that discourages students from taking intellectual risks.	Creates and/or promotes a learning environment in which some students are willing to take intellectual risks.	Creates and/or promotes a learning environment in which most students are willing to take intellectual risks.	Students are willing to take intellectual risks and are encouraged to respectfully question or challenge ideas presented by the service provider or other students.
This sample evidence is not comprehensive nor is it intended to be used as a checklist during an observation. It is intended to illustrate what evidence for this attribute might look like at the various performance levels.		**SAMPLE EVIDENCE**		
	The SLP is working with a nonverbal student using an iPad app for communication in the resource room. She has no plan to introduce the use of the communication device outside of the resource room.	The SLP is working with a nonverbal student using an iPad app for communication in the resource room. The SLP occasionally asks one of the student's peers to attend the session with him so he can practice use of the device with a peer. There is no plan to generalize skills to other settings.	The SLP is working with a nonverbal student using an iPad app for communication in the classroom setting. The SLP facilitates interactions between the student and his or her peers to solicit ideas for new vocabulary words to be programmed into the app so student can participate in conversation with peers.	A nonverbal student is using an iPad app for communication in the classroom setting. The students are working in small groups on a project. One of the peers asks the teacher how they can get some new vocabulary programmed into the device so the nonverbal peer can participate in their group presentation.
	The SLP is not aware of the students' level of participation in the classroom or is unresponsive to a teacher's requests for communication strategies.	The SLP occasionally collaborates with some of the teachers of students on the SLP's caseload to develop strategies that increase student participation.	The SLP regularly communicates and collaborates with most of the teachers of students with communication disorders to develop strategies that increase student participation. For example, the SLP shares with a teacher that a student with a word retrieval challenge may respond better to a multiple-choice question rather than an open-ended question.	The SLP regularly consults with teachers and other staff to create contexts in which all students are more likely to participate or volunteer to respond.

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ATTRIBUTES				*In addition to the characteristics of **Proficient**, including one or more of the following:*
High expectations for student learning *This sample evidence is not comprehensive nor is it intended to be used as a checklist during an observation. It is intended to illustrate what evidence for this attribute might look like at the various performance levels.*	Establishes low expectations for student learning.	Establishes expectations for learning for some, but not all students; OR is inconsistent in communicating high expectations for student learning.	Establishes and consistently reinforces high expectations for learning for all students.	Creates opportunities for students to set high goals and take responsibility for their own learning.
	**SAMPLE EVIDENCE**			

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
	The SLP routinely alters general education standards to a lower level when this level of modification is not required and restricts access to the curriculum.	The SLP alters general education standards for some students or in some subject areas to a lower level when this level of modification is not required and would restrict access to the curriculum.	The SLP advocates for maintaining the general education standards and provides appropriate accommodations, supports and services for students to attain them. For example, the SLP suggests assistive technology that would help the student to produce book reports.	The SLP targets communication skills necessary for the student to advocate for the accommodations needed to access, participate in, and make progress toward general education curricular standards.
	The SLP says to students, "You need to do this because it is your speech work for today."	The SLP can link the speech and language service to student success for some types of communication disorders (e.g., articulation). The SLP says, "Saying sounds at the ends of words will help others to understand us better." The SLP is unable to explain the connection between the learning and student success for other communication disorders.	The SLP consistently links the speech and language service to student success. For example, the SLP says, "It's important for you to learn this strategy because it will help you to read and understand hundreds of new words."	Students will be able to articulate the importance and/or purpose of a given strategy or make validating comments about the effectiveness of the strategy. For example, the student says, "I used that word ending strategy in my reading and I understood the story."
	The SLP concludes the session with "Good job. I'll see you next week."	The SLP inconsistently graphs or charts data or collects work samples to illustrate progress and shares them with students. The SLP occasionally provides opportunities for students to reflect on their progress and set a higher benchmark. For example, "What do you think your goal for next week should be?"	The SLP consistently graphs or charts data or collects work samples to illustrate progress and shares them with students. The SLP consistently asks students to reflect on their progress and set new goals.	Students can articulate their own speech and language learning goals and objectives. The SLP assists the students in graphing or charting their progress toward goals and objectives on a regular basis.

1: ENVIRONMENT, STUDENT ENGAGEMENT AND COMMITMENT TO LEARNING

*Service providers promote **student engagement, independence** and **interdependence** in learning and facilitate a positive learning community by:*

Indicator 1b: Promoting developmentally appropriate standards **of** behavior **that support a** productive learning environment for **all** students.

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
ATTRIBUTES				*In addition to the characteristics of **Proficient**, including one or more of the following:*
Communicating, reinforcing and maintaining appropriate standards of behavior *This sample evidence is not comprehensive nor is it intended to be used as a checklist during an observation. It is intended to illustrate what evidence for this attribute might look like at the various performance levels.*	Demonstrates little or no evidence that standards of behavior have been established; and/or minimally enforces expectations (e.g., rules and consequences) resulting in interference with student learning.	Establishes standards of behavior but inconsistently enforces expectations resulting in some interference with student learning.	Establishes high standards of behavior, which are consistently reinforced resulting in little or no interference with student learning.	Student behavior is completely developmentally appropriate OR Service provider seamlessly responds to misbehavior without any loss of instructional time.
	SAMPLE EVIDENCE			
	The SLP makes no attempt to pre-teach or remind students of behavioral expectations.	The SLP occasionally reminds students about expected behaviors (e.g., good listening, quiet hands, and remaining seated) when they appear off-task.	The SLP consistently previews expected behaviors at the beginning of each session.	Students accurately state three expected behaviors at the beginning of each session, and consistently remain on-task during each session.
	A student in a language intervention group occasionally stands up and wanders. This distracts other students, but the SLP says nothing.	A few minutes into a language intervention group, the SLP praises a student, who tends to stand up and wander, for sitting in his chair. However, the SLP offers no additional reinforcement, and the student eventually stands up and begins to wander again.	A few minutes into a language intervention group, the SLP praises a student who tends to stand up and wander for sitting in his chair. The SLP continues to offer intermittent reinforcement for good sitting throughout the session.	A student who tends to wander self-monitors whether he is sitting at 10-minute intervals. Having documented three checks for on-task (sitting) behavior, he earns five minutes of computer time.
	The SLP ignores a student who spends much of the session fidgeting with a pencil; other students repeatedly complain that this behavior is distracting.	The SLP reminds a student who is fidgeting with a pencil to put the pencil away. Five minutes later, the SLP fails to notice when the student resumes fidgeting with the pencil.	The SLP begins the session by asking her students to, "show me what quiet hands and listening bodies look like." The SLP provides alternate seating and/or appropriate fidget items for the student to use during the session.	Students can consistently state behavioral expectations, can monitor the behavior of peers, and are consistently engaged in speech and language activities without extraneous, distracting behaviors. The SLP creates activities that include opportunities for movement or hands-on tasks to increase the likelihood of student engagement and involvement.

1: ENVIRONMENT, STUDENT ENGAGEMENT AND COMMITMENT TO LEARNING

*Service providers promote **student engagement, independence** and **interdependence** in learning and facilitate a positive learning community by:*

Indicator 1b: Promoting developmentally appropriate standards **of** behavior **that support a** productive learning environment for **all** students.

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
ATTRIBUTES				*In addition to the characteristics of **Proficient**, including one or more of the following:*
Promoting social competence and responsible behavior	Provides little to no instruction and/or opportunities for students to develop social skills and responsible behavior.	Inconsistently teaches, models, and/or reinforces social skills; does not routinely provide students with opportunities to self-regulate and take responsibility for their actions.	When necessary, explicitly teaches, models, and/or positively reinforces social skills; routinely builds students' capacity to self- regulate and take responsibility for their actions.	Students take an active role in maintaining high standards of behaviors. OR Students are encouraged to independently use proactive strategies5 and social skills and take responsibility for their actions.
	SAMPLE EVIDENCE			
This sample evidence is not comprehensive nor is it intended to be used as a checklist during an observation. It is intended to illustrate what evidence for this attribute might look like at the various performance levels.	The SLP ignores a student who frequently interrupts peers during conversational exchanges.	The SLP occasionally prompts the student to let peers finish their sentences.	The SLP pre-teaches and models turn-taking, active listening and topic maintenance during conversational exchanges. During practice with guided feedback, the student is reinforced for using these skills.	The student can describe and demonstrate appropriate listening and turn-taking during conversational exchanges with peers without clinician modeling or prompting.
	The SLP provides no feedback or praise when a young child with (social) pragmatic language deficits successfully uses scripted words (rather than grabbing) to solicit toys from peers during a play-based activity.	The SLP inconsistently provides reinforcement when a young child with (social) pragmatic language deficits successfully uses scripted words (rather than grabbing) to request toys from peers.	The SLP systematically praises a young child for using words to make requests (rather than grabbing) during a play-based activity and reinforces these appropriate requests by providing access to the requested item or activity.	Peers in a play-based group regularly acknowledge the young child's request for toys by handing over the desired toy.

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*Service providers promote **student engagement, independence** and **interdependence** in learning and facilitate a positive learning community by:*

Indicator 1c: Promoting efficient routines and transitions to maximize service delivery.

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
ATTRIBUTES				*In addition to the characteristics of **Proficient**, including one or more of the following:*
Routines and transitions appropriate to needs of students *This sample evidence is not comprehensive nor is it intended to be used as a checklist during an observation. It is intended to illustrate what evidence for this attribute might look like at the various performance levels.*	Does not establish or ineffectively establishes routines. Does not manage transitions from one task to another effectively, resulting in significant loss of service delivery.	Inconsistently establishes routines. Inconsistently manages transitions, resulting in some loss of service delivery.	Establishes routines and effectively manages transitions resulting in maximized service delivery.	Service provider encourages and/or provides opportunities for students to demonstrate and/or independently facilitate routines and transitions.
	SAMPLE EVIDENCE			
	Students arrive for a 20-minute session at various points in the session. The SLP takes the first 10 minutes getting out materials and getting the students settled to begin the session.	Students arrive for a 20-minute session at various points in the session. Each time a student arrives the SLP prompts them to take their seat, get out their folder and explains what they are working on today.	Students attend a session with the SLP in the resource room on time, take their seats, and get out their folders and the session starts promptly.	The SLP adjusts the activity so that students can practice at a level with reduced adult direction and asks the resource room teacher to check in with the student in five minutes if he or she is not back yet.
	At the end of a group working on social skills, the students and SLP take five minutes to clean up from the activity and then students are dismissed to go back to class.	At the end of a group working on social skills, occasionally the SLP will ask the students to practice greeting people on their way back to class.	At the end of a group working on social skills, two students with autism return to their classroom with the assignment to greet two people in the hallway on their way back to class, wait for the person to answer, and to respond by saying, "Have a nice day. I have to get back to my class now."	At the end of a group working on social skills, a student with autism asks if it is OK to stop in the office on the way back to class and say hello to the secretary.
	The SLP is inflexible with schedule changes due to student need.	The SLP has a clearly designed schedule for when she is working in general education classes. She occasionally misses sessions and does not inform the teacher ahead of time. When teachers ask for a schedule adjust, the SLP replies that she is unable to accommodate any changes due to how busy she is.	The SLP has a clearly designed schedule for when he or she is working in general education classes. He or she sticks to the schedule, arriving promptly or communicates to the teachers in advance if the schedule needs to be changed for that day.	When the need arises for schedule adjustments, the SLP communicates with all those affected regarding the changes and proposes an alternate plan to ensure student needs and service delivery hours are met.

2: PLANNING FOR ACTIVE LEARNING

*Service providers plan prevention/intervention to **engage students in rigorous** and **relevant learning** and to **promote their curiosity about the world at large** by:*

Indicator 2a: Planning prevention/intervention that is aligned with standards builds on students' prior knowledge and provides for appropriate level of challenge for all students.

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
ATTRIBUTES				*In addition to the characteristics of **Proficient**, including one or more of the following:*
Prevention/Intervention plan is aligned with standards *This sample evidence is not comprehensive nor is it intended to be used as a checklist during an observation. It is intended to illustrate what evidence for this attribute might look like at the various performance levels.*	Plans prevention/intervention that is misaligned with or does not address the appropriate Connecticut content standards, and/or discipline-specific state and national guidelines.	Plans prevention/intervention that partially aligns with appropriate Connecticut content standards and/or discipline- specific state and national guidelines.	Plans prevention/intervention that directly aligns with appropriate Connecticut content standards and/or discipline-specific state and national guidelines.	Anticipates and plans for challenges and considers proactive approaches to address these in advance.
	SAMPLE EVIDENCE			
	The SLP's planning demonstrates little or no knowledge and understanding of theories, principles, and concepts of communication development and disorders.	The SLP's planning demonstrates inconsistent knowledge and understanding of theories, principles, and concepts of communication development and disorders.	The SLP's planning demonstrates consistent knowledge and understanding of theories, principles, and concepts of communication development and disorders.	The SLP plans professional development for colleagues by seeking out, acquiring, applying, and sharing new evidence-based practices in communication development and disorders.
	There is no evidence that the SLP's planning reflects the alignment of the student's IEP goals and objectives to the CT Core Standards and/or functional outcome goals.	There is evidence that the SLP's planning aligns with the CT Core Standards and/or functional outcome goals, and students' individualized IEP goals and objectives in limited areas of intervention for students.	The SLP's plans for all students reflect alignment of individualized student IEP goals and objectives to the CT Core Standards and/or functional outcome goals.	The SLP can articulate/demonstrate how speech and language plans align with the CT Core Standards and/or functional outcome goals and how the learning activities support the student's success in the general education setting.
	Instructional content and activities are inconsistent with or do not support achievement of the student's IEP objectives. For example, the SLP uses a multiple-choice worksheet to elicit personal opinions.	The SLP uses multiple-choice worksheets to elicit the student's personal opinion and then closes the session by asking the students to briefly express their personal opinion.	The SLP uses a variety of open-ended questions to solicit personal opinions and then pairs students for peer feedback.	The SLP communicates alignment of activities to goals and objectives to general and special education staff working with the student.

2: PLANNING FOR ACTIVE LEARNING

*Service providers plan prevention/intervention to **engage students in rigorous** and **relevant learning** and to **promote their curiosity about the world at large** by:*

Indicator 2a: Planning prevention/intervention that is aligned with standards builds on students' prior knowledge and provides for appropriate level of challenge for all students.

ATTRIBUTES	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
				In addition to the characteristics of **Proficient**, *including one or more of the following:*
Prevention/Intervention rests on research based practice, student need and appropriate level of challenge *This sample evidence is not comprehensive nor is it intended to be used as a checklist during an observation. It is intended to illustrate what evidence for this attribute might look like at the various performance levels.*	Does not plan prevention/intervention using evidence-based practice, student need or appropriate level of challenge.	Partially plans prevention/intervention using evidence-based practice, student need and appropriate level of challenge.	Plans prevention/intervention using evidence-based practice, student need and appropriate level of challenge.	Plans to challenge students to extend their learning to make connections to the school setting and larger world.
	SAMPLE EVIDENCE			
	Planned interventions have no research or evidence base or are disconnected from the student's developmental level or selected communication need. For example, the SLP uses early childhood materials with a group of middle school students.	Planned interventions for some students have a research or evidence base and are connected to the student's developmental level or selected communication need.	Planned interventions for all students have a research or evidence base and are directly connected to the student's developmental level and area of communication disability. The SLP uses middle school curricular materials with middle school students.	The SLP takes the initiative to research current literature or receive professional development and alter practice accordingly.
	The intervention plan is designed to be delivered exclusively within a pull-out/restrictive setting absent of collaboration with the student's teacher(s).	Intervention plans reflect a range of service delivery models (pull-out; classroom-based), but when the intervention is provided in the general education classroom the students are separated from their peers.	Intervention plans reflect a range of service delivery models (pull-out; classroom-based). The SLP can articulate the rationale for when a student needs to be removed from the general education setting.	The SLP shares the knowledge base with general and special education colleagues.
	The SLP plans to assist the student to complete a writing assignment in the absence of teaching the core vocabulary needed to compose the assignment.	The SLP plans to assist the student to complete a writing assignment by identifying some of the core vocabulary needed to compose the assignment.	The SLP plans to collaborate with the general education teacher to pre-teach curricular vocabulary to students with IEPs as a prerequisite step to a comprehension activity.	The SLP plans to collaborate with the general education teacher to identify students who are at-risk for successfully completing a class activity and provides strategies that promote student success.

2: PLANNING FOR ACTIVE LEARNING

*Service providers plan prevention/intervention to **engage students in rigorous** and **relevant learning** and to **promote their curiosity about the world at large** by:*

Indicator 2a: Planning prevention/intervention that is aligned with standards builds on students' prior knowledge and provides for appropriate level of challenge for all students.

ATTRIBUTES	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
				*In addition to the characteristics of **Proficient**, including one or more of the following:*
Prevention/Intervention rests on research based practice, student need and appropriate level of challenge	Does not plan prevention/intervention using evidence-based practice, student need or appropriate level of challenge.	Partially plans prevention/intervention using evidence-based practice, student need and appropriate level of challenge.	Plans prevention/intervention using evidence-based practice, student need and appropriate level of challenge.	Plans to challenge students to extend their learning to make connections to the school setting and larger world.
	The SLP perpetuates using an activity for which the student has already mastered the skill.	The SLP begins the lesson by assessing the student's current level of proficiency and adjusts the lesson for some but not all students to learn targeted skills or concepts.	The SLP begins the lesson by assessing each student's current level of proficiency and adjusts the lesson such that each student demonstrates a higher degree of learning.	The SLP is a professional resource for the classroom teacher and advises the teacher about how the student can demonstrate a higher degree of learning in the classroom.

2: PLANNING FOR ACTIVE LEARNING

*Service providers plan prevention/intervention to **engage students in rigorous** and **relevant learning** and to **promote their curiosity about the world at large** by:*

Indicator 2a: Planning prevention/intervention that is aligned with standards builds on students' prior knowledge and provides for appropriate level of challenge for all students.

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
ATTRIBUTES				*In addition to the characteristics of **Proficient**, including one or more of the following:*
Use of data to determine students' prior knowledge and to differentiate based on students' learning needs *This sample evidence is not comprehensive nor is it intended to be used as a checklist during an observation. It is intended to illustrate what evidence for this attribute might look like at the various performance levels.*	Plans prevention/ intervention without consideration of data, students' prior knowledge or different learning needs.	Plans prevention/intervention with limited attention to prior knowledge and/or skills of individual students.	Uses multiple sources of data to determine individual students' prior knowledge and skills to plan targeted, purposeful prevention/ intervention that advances the learning of students.	Plans for students to identify learning needs based on their own individual data to advance learning, growth and development.
	SAMPLE EVIDENCE			
	The SLP does not have student data to support the intervention plan.	The SLP uses a single source of standardized data exclusively to create intervention plans. For example, the SLP uses the student's PPVT-4 score to plan vocabulary lessons.	The SLP uses multiple sources of data to create intervention plans. For example, the SLP uses a combination of standardized assessments, curriculum-based assessments, classroom observations, informal data probes, speech and language samples, and input from teachers and parents to design interventions.	The SLP designs methods of progress monitoring that are developmentally appropriate and are understood and of benefit to the students.

2: PLANNING FOR ACTIVE LEARNING

*Service providers plan prevention/intervention to **engage students in rigorous** and **relevant learning** and to **promote their curiosity about the world at large** by:*

Indicator 2a: Planning prevention/intervention that is aligned with standards builds on students' prior knowledge and provides for appropriate level of challenge for all students.

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
ATTRIBUTES				*In addition to the characteristics of **Proficient**, including one or more of the following:*
Connection to school setting and larger world.	Plans prevention/intervention that includes few opportunities for students to connect to school setting and larger world.	Plans prevention/intervention that includes some opportunities for students to connect to school settings and larger world.	Plans prevention/intervention that includes multiple opportunities for students to connect to school setting and larger world.	Designs opportunities for students to independently select prevention/intervention strategies that support their learning in the school setting and larger world.
This sample evidence is not comprehensive nor is it intended to be used as a checklist during an observation. It is intended to illustrate what evidence for this attribute might look like at the various performance levels.	SAMPLE EVIDENCE			
	The SLP plans based on limited items from standardized assessments and designs interventions based on these discrete items.	The SLP connects the intervention plan to the general education curriculum and functional outcomes for some, but not all, communication disabilities.	The SLP plans interventions based on multiple sources of student data in comparison to general education curriculum expectations.	The SLP plans for students to demonstrate and articulate the connections between the intervention and classroom and curricular expectations and functional outcomes. For example, a student is taught two word retrieval strategies and selects the one that is most effective when giving a classroom presentation.
	The SLP plans only one or two opportunities for guided practice after explaining a comprehension strategy.	The SLP plans to provide students with several opportunities during a single lesson for guided practice in using a comprehension strategy.	The SLP plans to provide students with repeated opportunities for guided practice, across several lessons, in using a comprehension strategy in order to consolidate their skills.	The SLP plans to provide students with repeated opportunities for guided practice in using a comprehension strategy with texts of increasing complexity from several content areas.
	The SLP rarely or never plans opportunities for students to carry over social communication skills.	The SLP occasionally plans opportunities for students to carry over social communication skills.	The SLP consistently plans opportunities for students to carry over social communication skills. For example, students view video modeling of greetings during morning circle. Following guided practice during a social skills group, the student is provided with an opportunity to independently greet peers during morning circle time in the classroom.	The SLP collaboratively plans with the student's teachers to generalize and maintain independent use of social greetings in authentic classroom contexts.

2: PLANNING FOR ACTIVE LEARNING

*Service providers plan prevention/intervention to **engage students in rigorous** and **relevant learning** and to **promote their curiosity about the world at large** by:*

Indicator 2b: Planning prevention/intervention to actively engage students in the content.

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
ATTRIBUTES				*In addition to the characteristics of **Proficient**, including one or more of the following:*
Strategies, tasks and questions actively engage students	Plans prevention/ intervention tasks that limit opportunities for students' active engagement.	Plans primarily service provider-directed prevention/intervention strategies, tasks and questions that provide some opportunities for students' active engagement.	Plans instructional strategies, tasks and questions that promote student cognitive engagement through problem-solving, critical or creative thinking, discourse or inquiry-based learning and/or application to other situations.	Plans to release responsibility to the students to apply and/ or extend learning to other situations.
	SAMPLE EVIDENCE			
This sample evidence is not comprehensive nor is it intended to be used as a checklist during an observation. It is intended to illustrate what evidence for this attribute might look like at the various performance levels.	The SLP plans a curriculum-based listening comprehension activity; the students are not responsive.	The SLP plans a curriculum-based listening comprehension activity and strategy, which some students are minimally responsive to.	The SLP plans a curriculum-based listening comprehension activity and strategy, which all students are moderately responsive to.	The SLP plans a curriculum-based listening comprehension activity and strategy, models it in language arts, and the student will apply the strategy in social studies.
	The SLP plans to emphasize literal questions exclusively regarding a curricular passage.	The SLP wraps up the session with one final inferential question.	The SLP plans to ask a mix of literal and inferential questions regarding a curricular passage and supports students' responses with appropriate levels of scaffolding.	The SLP plans structures and learning such that students develop capacity to pose their own inferential questions as they read curricular passages.

2: PLANNING FOR ACTIVE LEARNING

*Service providers plan prevention/intervention to **engage students in rigorous** and **relevant learning** and to **promote their curiosity about the world at large** by:*

Indicator 2b: Planning prevention/intervention to actively engage students in the content.

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
ATTRIBUTES				*In addition to the characteristics of **Proficient**, including one or more of the following:*
Resources and flexible groupings support active engagement and new learning *This sample evidence is not comprehensive nor is it intended to be used as a checklist during an observation. It is intended to illustrate what evidence for this attribute might look like at the various performance levels.*	Selects or designs resources and/or groupings that do not actively engage students or support new learning.	Selects or designs resources and/or groupings that minimally engage students and minimally support new learning about the world at large.	Selects or designs resources and/or flexible groupings that actively engage students in real world, global and/or career connections that support new learning.	Selects or designs resources that actively engage students to extend new learning.
	SAMPLE EVIDENCE			
	The SLP does not consider the characteristics of students' communication disorders when scheduling them, or the SLP primarily works with students in 1:1 sessions. The SLP's plans indicate a limited variety of instructional materials.	The SLP plans student groups at the beginning of the school year based upon student needs and does not adjust groupings to reflect changes in student needs as the year progresses. The SLP's plans indicate a variety of materials for some communication disorders and a limited number of materials for others.	The SLP's planning allows for flexibly serving groups of students with diverse learning needs in multiple settings within the school environment. The SLP identifies assistive technology options to reinforce learning during homework activities outside the school setting.	The SLP plans collaboratively with the general and special education teachers and other staff regarding appropriate student groupings, activities and settings. The SLP works with a student to introduce three different resources (both low and high tech) and provides a rubric to help the student to determine the most appropriate resource to support the student's needs.

2: PLANNING FOR ACTIVE LEARNING

*Service providers plan prevention/intervention to **engage students in rigorous** and **relevant learning** and to **promote their curiosity about the world at large** by:*

Indicator 2c: Selecting appropriate assessment strategies to monitor student progress.

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
ATTRIBUTES				*In addition to the characteristics of **Proficient**, including one or more of the following:*
Criteria for student success	Does not plan criteria for student success; and/or does not plan opportunities for students to self-assess.	Plans general criteria for student success; and/or plans some opportunities for students to self-assess.	Plans specific criteria for student success; and plans opportunities for students to self-assess using the criteria.	Plans to include students in developing criteria for monitoring their own success.
This sample evidence is not comprehensive nor is it intended to be used as a checklist during an observation. It is intended to illustrate what evidence for this attribute might look like at the various performance levels.			**SAMPLE EVIDENCE**	
	IEPs are poorly written with speech and language goals that are rarely observable or measurable.	IEPs for some communication disorders are well written with SMART goals and objectives (specific, measureable, attainable, realistic/reliable, and time sensitive). For example, articulation goals and objectives are written in the SMART format, but language goals and objectives are not.	IEPs are well written with SMART goals and objectives and guide the planning for service delivery.	The SLP and, depending on the age of the student, the student/parent and IEP team members participate in developing SMART goals and objectives and/or establishing methods of progress monitoring.
	The SLP does not plan to establish and communicate criteria for an effective oral narrative.	The SLP plans to encourage the students to integrate some elements of story grammar into their oral narratives. For example, the SLP says, "Make sure your story includes a character and a setting."	The SLP plans to introduce a story-telling rubric that helps students to organize their oral narratives.	After teaching the elements of story grammar, the SLP plans to guide the students in developing their own rubric for assessing oral narratives.
	The SLP plans to teach a word finding strategy with no emphasis on self-monitoring of the effectiveness of the strategy.	The SLP plans to teach a single word finding strategy and asks the student, "What do you think of this strategy?"	The SLP plans to teach three word-finding strategies and allow students to assess which strategy is most effective during structured small group activities.	The SLP plans for the student to develop their own rating scale to assess the effectiveness of three word-finding strategies during literature circle discussions with peers.

2: PLANNING FOR ACTIVE LEARNING

*Service providers plan prevention/intervention to **engage students in rigorous** and **relevant learning** and to **promote their curiosity about the world at large** by:*

Indicator 2c: Selecting appropriate assessment strategies to monitor student progress.

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
ATTRIBUTES				*In addition to the characteristics of **Proficient**, including one or more of the following:*
Ongoing assessment of student learning	Plans assessment strategies that are limited or not aligned to intended prevention/intervention outcomes.	Plans assessment strategies that are partially aligned to intended prevention/ intervention outcomes OR strategies that elicit only minimal evidence of student learning.	Plans assessment strategies to elicit specific evidence of intended prevention/ intervention outcomes at critical points throughout the prevention/intervention plan.	Plans strategies to engage students in using assessment criteria to self-monitor and reflect upon their own progress.
This sample evidence is not comprehensive nor is it intended to be used as a checklist during an observation. It is intended to illustrate what evidence for this attribute might look like at the various performance levels.	SAMPLE EVIDENCE			
	The SLP measures the student's use of morphological markers only in preparation for the student's IEP annual review.	The SLP measures the student's use of morphological markers in January and June.	The SLP measures the student's use of morphological markers on a consistent and ongoing basis and regularly adjusts interventions based on this data.	The SLP measures the student's use of morphological markers on a consistent and ongoing basis and regularly adjusts interventions based on this data. The SLP also supports students to monitor their own progress through a collaborative process to establish criteria for continued improvement.

DOMAIN 3: SERVICE DELIVERY

*Service providers implement prevention/intervention to **engage students in rigorous** and **relevant learning** and to **promote their curiosity about the world at large** by:*

Indicator 3a: Implementing service delivery for learning.

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
ATTRIBUTES				*In addition to the characteristics of **Proficient**, including one or more of the following:*
Prevention/Intervention purpose	Does not clearly communicate learning expectations to students.	Communicates learning expectations to students and sets a general purpose for prevention/intervention, which may require further clarification.	Clearly communicates learning expectations to students and sets a specific purpose for prevention/intervention and helps students to see how the learning is aligned with CT Core Standards, and/or discipline specific state and national guidelines.	Students are encouraged to explain how the prevention/intervention is situated within the broader learning context/curriculum. Students will demonstrate understanding of prevention/intervention across various contextual settings.
	SAMPLE EVIDENCE			
This sample evidence is not comprehensive nor is it intended to be used as a checklist during an observation. It is intended to illustrate what evidence for this attribute might look like at the various performance levels.	The SLP begins to instruct the group without establishing any introduction or rationale for the learning activity.	The SLP opens the speech-language session with, "It's important to be a good listener. Now let's begin."	The SLP opens the speech-language session with a brief review of what we intend to accomplish by working on effective listening strategies and why these strategies are important.	The SLP begins the speech and language session with students explaining how they are using effective listening strategies in the classroom. Each student reports how the strategy has worked for him or her.

DOMAIN 3: SERVICE DELIVERY

*Service providers implement prevention/intervention to **engage students in rigorous** and **relevant learning** and to **promote their curiosity about the world at large** by:*

Indicator 3a: Implementing service delivery for learning.

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
ATTRIBUTES				*In addition to the characteristics of **Proficient**, including one or more of the following:*
Prevention/Intervention plan precision *This sample evidence is not comprehensive nor is it intended to be used as a checklist during an observation. It is intended to illustrate what evidence for this attribute might look like at the various performance levels.*	Makes multiple errors in the prevention/intervention plan delivery.	Makes minor errors in the delivery of the prevention/intervention plan.	Prevention/intervention delivery demonstrates flexibility and sensitivity to targeted outcomes	Invites students to explain the prevention/intervention plan and how it applies to their growth and development.
	SAMPLE EVIDENCE			
	The SLP's lesson is based on reading a curricular text and addressing multiple-meaning words. However, the definitions addressed in the intervention do not align with the word meanings intended in the text. For example, the text is about labor union strikes and the SLP focuses on other meanings for strike, such as hitting a ball with a bat.	The balance of the SLP's intervention contains accurate content relative to the curricular text, but some errors occur. For example, definitions of some key vocabulary words are unclear.	The SLP's speech and language intervention is entirely aligned with the curricular content. For example, vocabulary words reflect essential curricular content, and instruction is accurate and explicit.	The SLP provides opportunities for students to identify and define essential curricular vocabulary words.

DOMAIN 3: SERVICE DELIVERY

*Service providers implement prevention/intervention to **engage students in rigorous** and **relevant learning** and to **promote their curiosity about the world at large** by:*

Indicator 3a: Implementing service delivery for learning.

ATTRIBUTES	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
				*In addition to the characteristics of **Proficient**, including one or more of the following:*
Prevention/Intervention progression and level of challenge	Delivers prevention/intervention that lacks a logical progression; is not evidence-based, attentive to student need or appropriate level of challenge.	Delivers prevention/intervention in a generally logical progression, is somewhat evidence-based, attentive to student needs and appropriate level of challenge to advance student learning	Clearly delivers prevention/intervention in a logical and purposeful progression, is evidence-based, attentive to student needs and at an appropriate level of challenge to advance learning of all students.	Challenges students to extend their learning beyond the prevention/intervention expectations and make connections to the school and larger world.
This sample evidence is not comprehensive nor is it intended to be used as a checklist during an observation. It is intended to illustrate what evidence for this attribute might look like at the various performance levels.	SAMPLE EVIDENCE			
	The SLP assists the student to complete a writing assignment in the absence of teaching the core vocabulary needed to compose the assignment.	The SLP assists the student to complete a writing assignment by identifying some of the core vocabulary needed to compose the assignment.	The SLP collaborates with the general education teacher to pre-teach curricular vocabulary to students with IEPs as a prerequisite step to a writing activity.	The SLP collaborates with the general education teacher to identify students who are at-risk for successfully completing a writing class assignment and provides strategies that promote student success.

DOMAIN 3: SERVICE DELIVERY

*Service providers implement prevention/intervention to **engage students in rigorous** and **relevant learning** and to **promote their curiosity about the world at large** by:*

Indicator 3a: Implementing service delivery for learning.

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
ATTRIBUTES				*In addition to the characteristics of **Proficient**, including one or more of the following:*
Connection to school setting and larger world	Delivers prevention/intervention with few opportunities for students to connect to the school setting and larger world.	Delivers prevention/intervention with some opportunities for students to connect to the school setting and larger world.	Delivers prevention/intervention that consistently integrates into the school setting and larger worlds.	Provides opportunities for students to independently use prevention/intervention strategies in the school setting and larger world.
This sample evidence is not comprehensive nor is it intended to be used as a checklist during an observation. It is intended to illustrate what evidence for this attribute might look like at the various performance levels.	**SAMPLE EVIDENCE**			
	The SLP teaches vocabulary that does not align with curricular expectations and/or functional life skills.	The SLP teaches vocabulary in an intervention activity without providing for generalization to the classroom or functional life settings.	The SLP teaches the students a strategy to learn, retrieve, and use vocabulary aligned with the curriculum and/or functional life skills.	The SLP engages or supports students in an activity in which they use the vocabulary strategy to complete a classroom project or engage in a functional activity in the community (e.g., ordering food at a restaurant).

DOMAIN 3: SERVICE DELIVERY

*Service providers implement prevention/intervention to **engage students in rigorous** and **relevant learning** and to **promote their curiosity about the world at large** by:*

Indicator 3b: Leading students to construct meaning and apply new learning through the use of a variety of differentiated and evidence-based learning strategies.

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
ATTRIBUTES				*In addition to the characteristics of **Proficient**, including one or more of the following:*
Strategies, and questions	Strategies, tasks and questions do not lead students to construct new and meaningful learning.	Uses a combination of tasks and questions in an attempt to lead students to construct new learning, with some opportunities for problem solving, critical thinking and/or purposeful discourse or inquiry.	Employs differentiated strategies, tasks and questions that actively engage students in constructing new and meaningful learning through appropriately integrated discipline-specific tools that promote problem-solving, critical and creative thinking, purposeful discourse and/or inquiry.	Includes opportunities for students to work collaboratively when appropriate and to generate their own questions and problem-solving strategies, synthesize and communicate information.
	SAMPLE EVIDENCE			
This sample evidence is not comprehensive nor is it intended to be used as a checklist during an observation. It is intended to illustrate what evidence for this attribute might look like at the various performance levels.	The SLP exclusively asks literal questions regarding a curricular passage. For example, the SLP asks, "Where did the mother go? Where did the family live? What did they eat for dinner?"	The SLP tends to ask literal questions regarding a curricular passage, occasionally extending the questions. For example, the SLP asks, "Where did the mother go? Where did the family live? What did they eat for dinner?" and then, "How could the mother have solved the problem differently?"	The SLP teaches the student a comprehension strategy for understanding higher order inferential questions. The SLP asks, "How could the mother have solved the problem differently?" and then provides directed questions and scaffolds the student's responses to generate three possible solutions.	The students pose their own questions in pairs and answer questions to determine the problem in the passage and how to solve it. The SLP monitors their interactions.
	During a social language group with students with autism, the SLP does not rehearse existing behavioral expectations with students.	During a social language group, the SLP rehearses existing behavioral expectations with the students and provides limited opportunities to respond to new applications of the rule before the students leave.	Students with autism in a social language group discuss behavioral expectations and how they would apply to various school contexts. For example, the SLP asks, "Let's talk about our rules for lunchtime. How do these rules apply when we are in the hallway?"	Students with autism independently generate their own behavioral expectations and apply them to new situations. For example, the rules they've generated for "lunch bunch," are adapted and used in the hallways and on the playground.

DOMAIN 3: SERVICE DELIVERY

*Service providers implement prevention/intervention to **engage students in rigorous** and **relevant learning** and to **promote their curiosity about the world at large** by:*

Indicator 3b: Leading students to construct meaning and apply new learning through the use of a variety of differentiated and evidence-based learning strategies.

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
ATTRIBUTES				*In addition to the characteristics of **Proficient**, including one or more of the following:*
Resources and flexible groupings	Uses resources and/or groupings that do not actively engage students to support new learning.	Uses resources and/or groupings that minimally engage students actively to support new learning.	Uses resources and flexible groupings that actively engage students in demonstrating new learning in multiple ways, including application of new learning to make real world, career or global connections.	Promotes student owner- ship, self-direction and choice of resources and/or flexible groupings to develop their learning.
This sample evidence is not comprehensive nor is it intended to be used as a checklist during an observation. It is intended to illustrate what evidence for this attribute might look like at the various performance levels.	SAMPLE EVIDENCE			
	During group activities, the SLP creates an adult-student dynamic, does not support peer-to-peer interactions or the development of learning strategies for the classroom.	During group activities, the SLP occasionally encourages peer-to-peer interactions and mentions that a problem-solving strategy could be used outside of the group activity.	During group activities, the SLP consistently encourages peer-to-peer interactions and cooperative learning. For example, within small cooperative groups, the students apply a problem-solving strategy learned through story grammar and applied to a current events topic within the context of a classroom discussion.	The SLP provides opportunities for students to independently and spontaneously address problems presented in curricular material by applying a story-grammar strategy.

DOMAIN 3: SERVICE DELIVERY

*Service providers implement prevention/intervention to **engage students in rigorous** and **relevant learning** and to **promote their curiosity about the world at large** by:*

Indicator 3b: Leading students to construct meaning and apply new learning through the use of a variety of differentiated and evidence-based learning strategies.

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
ATTRIBUTES				*In addition to the characteristics of **Proficient**, including one or more of the following:*
Student responsibility and independence	Implements prevention/intervention that is primarily provider-directed, providing little or no opportunities for students to develop independence as learners	Implements prevention/intervention that is mostly provider-directed, but provides some opportunities for students to develop independence as learners and share responsibility for the learning process.	Implements prevention/intervention that provides multiple opportunities for students to develop independence as learners and share responsibility for the learning process.	Implements prevention/intervention that supports and challenges students to identify various ways to approach learning tasks that will be effective for them as individuals and will result in quality work.
	SAMPLE EVIDENCE			
This sample evidence is not comprehensive nor is it intended to be used as a checklist during an observation. It is intended to illustrate what evidence for this attribute might look like at the various performance levels.	The SLP entirely directs and judges the correctness of the students' responses in an articulation session.	The SLP entirely directs and judges the correctness of the students' responses throughout most of the articulation session. At the end of the session, the SLP shares the data with the students and asks them to rate how they did.	The SLP uses an iPad to record students' responses. The students and SLP together review the recording and rate the responses using a scoring rubric.	Students report to the SLP on their performance during a classroom oral assignment where they used their scoring rubric.

DOMAIN 3: SERVICE DELIVERY

*Service providers implement prevention/intervention to **engage students in rigorous** and **relevant learning** and to **promote their curiosity about the world at large** by:*

Indicator 3c: Assessing student learning, providing feedback to students and adjusting service delivery.

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
ATTRIBUTES				*In addition to the characteristics of **Proficient**, including one or more of the following:*
Criteria for student success *This sample evidence is not comprehensive nor is it intended to be used as a checklist during an observation. It is intended to illustrate what evidence for this attribute might look like at the various performance levels.*	Does not communicate criteria for success and/or opportunities for students to self-assess are rare.	Communicates general criteria for success and provides limited opportunities for students to self-assess.	Communicates specific criteria for success and provides multiple opportunities for students to self-assess.	Integrates student input in identifying and articulating individual criteria for success.
	SAMPLE EVIDENCE			
	The SLP and teacher introduce a co-taught lesson on expository writing, but do not articulate expectations or criteria for assessing the work.	During a co-taught lesson on expository writing in the fifth-grade classroom, the teacher and SLP introduce general expectations, but do not introduce specific criteria for assessing writing.	During a co-taught lesson on expository writing in the fifth-grade classroom, the teacher and SLP introduce and explain application of a writing rubric.	The teacher and the SLP create opportunities for students to independently select and apply an expository writing rubric appropriate to the task to complete social studies and science assignments.
	The SLP teaches speech fluency strategies to the student who stutters and provides all or most of the appraisal of its effectiveness.	The SLP guides the student through questioning to identify contexts in which the student is more or less fluent and which strategies are most effective.	The SLP and student view video recordings of the student's spontaneous speech in a variety of school contexts. The student reliably identifies the dysfluencies and appraises the effectiveness of the strategies used.	After a classroom presentation, a student shares her appraisal of the effectiveness of the speech fluency strategies used.

DOMAIN 3: SERVICE DELIVERY

Service providers implement prevention/intervention to **engage students in rigorous** *and* **relevant learning** *and to* **promote their curiosity about the world at large** *by:*

Indicator 3c: Assessing student learning, providing feedback to students and adjusting service delivery.

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
ATTRIBUTES				*In addition to the characteristics of* **Proficient***, including one or more of the following:*
Ongoing assessment of student learning	Assesses student learning with focus limited to task completion and/or compliance rather than student achievement of outcomes in prevention/intervention plan.	Assesses student learning with some focus on progress towards achievement of intended prevention/intervention outcomes.	Assesses student learning with focus on progress towards the prevention/intervention in order to monitor individual and group progress toward achievement of the intended prevention/intervention outcomes.	Promotes students' independent monitoring and self-assessment, helping themselves or their peers to improve their learning.
			SAMPLE EVIDENCE	
This sample evidence is not comprehensive nor is it intended to be used as a checklist during an observation. It is intended to illustrate what evidence for this attribute might look like at the various performance levels.	The SLP acknowledges completion of the learning activity: "You finished your work for today; I'll see you next week." However, there is no assessment of quality.	The SLP introduces the concept of self-monitoring and self-rating, but no formal assessment system is used. The SLP asks the student, "How do you think you did today?"	During cooperative groups in the classroom, the SLP guides students to use a rating scale or checklist to self-rate their performance relative to achievement of IEP goals and objectives embedded in a learning activity.	During cooperative groups in the classroom, students independently use a rating scale or checklist to self-rate their performance relative to achievement of IEP goals and objectives embedded in a learning activity.

DOMAIN 3: SERVICE DELIVERY

*Service providers implement prevention/intervention to **engage students in rigorous** and **relevant learning** and to **promote their curiosity about the world at large** by:*

Indicator 3c: Assessing student learning, providing feedback to students and adjusting service delivery.

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
ATTRIBUTES				*In addition to the characteristics of **Proficient**, including one or more of the following:*
Feedback to students *This sample evidence is not comprehensive nor is it intended to be used as a checklist during an observation. It is intended to illustrate what evidence for this attribute might look like at the various performance levels.*	Provides no meaningful feedback or feedback lacks specificity and/or is inaccurate.	Provides feedback that partially guides students toward the intended prevention/intervention outcomes.	Provides individualized, descriptive feedback that is accurate, actionable and helps students advance their learning.	Encourages self-reflection or peer feedback that is specific and focuses on advancing student learning.
	SAMPLE EVIDENCE			
	The SLP says, "Good job."	The SLP says, "Good job using your word endings."	The SLP says, "Let's count up how many times you correctly used past tense markers in your writing today. When you do this, your ideas are clearer and it's easier to read your writing. Let's see if you can use those word endings in your language arts homework assignment tonight."	The SLP creates opportunities for students to work in conjunction with a peer to correct and provide feedback to each other regarding their use of past-tense markers.
	The SLP and student are working on clearer articulation of sounds. They have practiced 10 words and the SLP has corrected the student's errors by modeling the correct sound, but does not comment when the student produces the correct sound.	The SLP and student are working on clearer articulation of sounds. They have practiced 10 words and the SLP has corrected the student's errors by modeling the correct sound, and occasionally comments when the student produces the correct sound.	The SLP and student are working on clearer articulation of sounds. They have practiced 10 words and the SLP has consistently praised the student for correct production of the sound and corrected the student's errors by modeling the correct sound. At the end of the session, the SLP shows the student data for the last three sessions and says, "Every time we work together you get better. Pretty soon we won't even have to work on this sound anymore."	The student volunteers to read all the spelling words aloud during a classroom activity and reports back to the SLP that everyone could understand every word he read.

DOMAIN 3: SERVICE DELIVERY

*Service providers implement prevention/intervention to **engage students in rigorous** and **relevant learning** and to **promote their curiosity about the world at large** by:*

Indicator 3c: Assessing student learning, providing feedback to students and adjusting service delivery.

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
ATTRIBUTES				*In addition to the characteristics of **Proficient**, including one or more of the following:*
Prevention/Intervention adjustments	Makes no attempts to adjust delivery of prevention/intervention strategies.	Makes some attempts to adjust delivery of prevention/intervention strategies.	Adjusts delivery of prevention/intervention strategies as necessary in response to individual and group performance.	Student(s) identify ways to adjust prevention/intervention strategies that will be effective for them as individuals.
This sample evidence is not comprehensive nor is it intended to be used as a checklist during an observation. It is intended to illustrate what evidence for this attribute might look like at the various performance levels.	**SAMPLE EVIDENCE**			
	The SLP conducts a tiered intervention group but does not assess student progress or adjust intervention.	The SLP conducts a Tier II phonemic awareness intervention group with several first graders, but needs occasional support to assess the effectiveness of this supplemental intervention and make adjustments to it.	The SLP conducts a Tier II phonemic awareness intervention group with several first graders. At the end of the intervention, given multiple data points, the SLP determines that some students will be dismissed and one student requires additional intervention at Tier III. *Or* The SLP collaborates with the first-grade teachers for carryover of research-based phonemic awareness interventions.	The SLP recommends and implements professional development for first grade teachers on the use of research-based phonemic awareness learning activities.